Russell County

Professional Growth and Certified Personnel Evaluation Plan

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and
Certified Personnel
Evaluation Plan

Russell County Schools
Reviewed/Updated
June 2006

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PROFESSIONAL GROWTH AND CERTIFIED PERSONNEL EVALUATION PLAN

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2006-2007 Evaluation Plan Development Committee Members and Their Position Titles:

Tracey Bean	Teacher
Johnna W. Bolin	Teacher
Dana Ferguson	Teacher
Michael Ford	Teacher
Marquita Robinson	Teacher
Wanda Helm	Administrator
Darren Gossage	Principal
Kenny Pickett	Principal
John McFall	Asst. Principal
Kathy Hammond	Principal
Jerry Melton	Classified Supervisor
Belinda Overby	Classified
Stephanie Back	Classified

ASSURANCES

The Russell School District hereby assures the Commissioner of Education that:

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators.

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop an Individual Professional Growth Plan (IGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345. The IGP will be reviewed annually.

All administrators, to include the superintendent and non-tenured teachers will be evaluated annually (KRS 161.750).

All tenured teachers will be evaluated a minimum of once every three years.

Each evaluator will be trained and approved in the use of appropriate evaluation techniques and the use of local instruments and procedures.

Each person evaluated will have both formative and summative evaluations with the evaluator regarding his/her performance.

Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee's chosen representative.

This evaluation plan process will not discriminate on the bases of race, national origin, religion, marital status, sex or disability.

This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

The local board of education approved this evaluation plan as recorded in the minutes of the meeting held on   June 30, 2006   .

_____   _____
Signature of District Superintendent   Date

_____   _____
Signature of Chairperson, Board of Education   Date

CERTIFIED STAFF EVALUATION PLAN

The Russell County Board of Education recognizes the need for and the value of a sound, fair staff evaluation plan. Recognizing that no one system is all inclusive, the Board adopts and promotes the following Evaluation Design Format for the Russell County School District. This evaluation plan was developed through the efforts of an evaluation committee with an equal membership representing teachers and administrators.

Philosophy

An effective evaluation design serves two basic purposes; the first and foremost being to improve the instructional program, and the second being to provide an objective standard of accountability.

The formulation, implementation and perpetuation of an effective evaluation procedure are dependent upon continuous interplay among all personnel. It is of paramount importance that this evaluation procedure reflects the involvement of all staff members.

The formulation and implementation of an evaluation procedure do not guarantee improvements. Emphasis must be given to identifying specific improvement plans that address the weaknesses revealed.

The success of any school program is dependent upon the degree of commitment accepted by its members. A strong, genuine commitment, especially by the instructional leadership, will guarantee the success of this evaluation system.

Objective Statements

1) To improve the instructional program and provide a means of accountability to the citizens of Russell County.

2) To encourage self-assessment and self-direction of all certified personnel.

3) To provide encouragement and incentives for certified employees to improve performance levels as well as to support individual personnel decisions.

4) To comply with the provisions of KRS 156.557 and related 704 KAR 3:345.

5) To increase teacher awareness of instructional goals and classroom practices.

6) To improve teacher-administrator communication.

7) To provide an increased sense of pride and professionalism which in turn will facilitate improved classroom/administrative practices.

Standards Of Performance

Components of the Professional Growth and Certified Evaluation Plan

1.   <u>Standards of Performance</u>

The criteria specified in this evaluation plan have been approved by the Evaluation Committee. This committee also developed the evaluation procedures and forms. These criteria have been stated in performance objective form with each performance objective subdivided into specific indicators that can be observed and recorded. The specified criteria are designed to meet local needs and to comply with 704 KAR 3:345 (related to KRS 156.557). All certified personnel shall follow the professional code of ethics as found on pages 21-22 of this document.

2.   <u>Evaluation Instrument</u>

The evaluation instrument is more than a report of one classroom observation. The instrument reflects the culmination of the total process, documenting the staff member's performance over the entire school year(s). The instrument contains information related to the individual's specific job description as well as professional obligations. An overall performance review is provided at the end of the evaluation instrument. An employee must meet district standards on the summative. The employee shall have the opportunity to comment in writing on his/her summative evaluation. These standards are:

Standard 1: Demonstrates Professional Leadership
Standard 2: Demonstrates Knowledge of Content
Standard 3: Designs/Plans Instruction
Standard 4: Creates/Maintains Learning Climate
Standard 5: Implements/Manages Instruction
Standard 6: Assesses and Communicates Learning Results
Standard 7: Reflects/Evaluates Teaching/Learning
Standard 8: Collaborates with Colleagues/Parents/Others
Standard 9: Engages in Professional Development
Standard 10: Demonstrates Implementation of Technology

The standards for administrators are:

Standard 1: Vision
Standard 2: School Culture and Learning
Standard 3: Management
Standard 4: Collaboration

Standard 5: Integrity, Fairness, Ethics
Standard 6: Political, Economic, Legal
Standard 7: Technology

This performance review requires the development of a professional growth plan that addresses any specified concerns. Variations occur on the administrator evaluation instruments; necessary because of different job description specifications. Failure to meet any of these standards may result in termination of contract.

3.   Conferences

Evaluations shall include a minimum of one conference between the evaluator and the person evaluated. However, additional conferences are recommended. It shall be left up to the discretion of the individual evaluatee and/or evaluator as to conducting a pre-observation conference. In the event no pre-observation conference is scheduled the principal shall review the lesson plan(s) prepared by the teacher prior to the observation. However, a post-observation conference shall be required. This conference shall be held within five working days of the observation.

4.   Lesson Plan Format

Teachers shall comply with the school's designated Lesson Plan Format. The lesson plan is an integral part of the total teacher process. The principal shall review the teacher's lesson plan prior to formal observation.

5.   Evaluation Timetable

(a)   All employees are given annually an orientation to the Plan for Evaluation of Certified Employees within the first month of reporting to school.

(b)   Non-tenured teachers shall receive multiple (at least two) observations annually; at least one observation is required the first semester.

(c)   Certified tenured employees receiving unsatisfactory observations shall require multiple observations.

(d)   Tenured teachers with demonstrated satisfactory performance shall be evaluated, at a minimum, once every three-year period, which may include the use of alternative methods of data collection, i.e. peer review.

(e)   All administrators, including the superintendent, shall receive an annual evaluation.

(f)   Summative evaluations shall be completed and submitted to the Superintendent by April 15 for limited contract personnel or anyone on a corrective action plan, May 15 for continuing contract personnel and June 15 for administrators.

6.   Review and Assessment of Evaluation Plan

(a)   The evaluation committee shall review the evaluation plan and make appropriate revisions and/or additions as necessary.

(b)   Revisions to the evaluation plan shall be approved by the Russell County Board of Education and the Kentucky Department of Education.

7.   Professional Growth Plan

After an initial observation and/or consultation of the teacher or administrator, a professional growth plan shall be established whereby the teacher or administrator is given assistance for becoming more proficient in his/her job. This growth plan "aligned with school/district improvement plans," will be part of the next cycle's formative and summative evaluation and must be reviewed annually.

8.   Established Rules and Principles

(a)   The immediate supervisor or designee of the certified school employee shall be designated the primary evaluator.

(b)   All monitoring (formal and informal observations) of performance of a certified employee shall be conducted openly with the full knowledge of teacher/administrator.

(c)   All evaluations shall be in writing on an evaluation form.

(d)   All observations to be considered in evaluation shall be documented and discussed with evaluatee within 5 working days.

(e)   A copy of the evaluation shall be provided for the person evaluated.

(f)   Summative evaluations and growth plans shall be filed at the appropriate school site as an official component of each certified employee's personnel file.

(g)   All certified school personnel shall be made aware of the criteria on which they are to be evaluated within the 1st month of reporting for employment each school year.

(h)   Any person has the right to appeal summative evaluation (see section 11). Any evaluatee disagreeing with any evaluation or part thereof may have attached to the evaluation a written statement of disagreement, and will become part of the employee's official file.

(i)   If requested by the evaluatee, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third party observer shall, if possible, be determined

through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third party observer within five working days of the teacher's written request, the evaluator shall select the third party observer.

Interning Teachers - Formative observations are conducted in Coordination with Kentucky Teacher Internship Program (KTIP) forms, however, the local district evaluation summative forms will be required in addition to KTIP (TC12 or TC20).

9.   Training of Evaluators

All evaluators shall be trained, tested and approved. Each primary evaluator shall receive training relevant to his/her specific area of supervision. This training shall consist of:

(a)   Training at the local level designed to address the needs of individual districts and reflect the uniform use of the evaluation instrument(s). Training shall be specifically related to: (1) Observation techniques/gathering data; (2) Conferencing; (3) Designing/writing a growth/improvement plan; (4) Monitoring the growth/improvement plan.

(b)   Training, as part of the effective leadership requirement, that is specifically related to the evaluation process.

(c)   Sharing of the printed material/current research pertaining to staff evaluation.

(d)   Training shall reflect the use of data/research pertaining to effective teaching practices and management techniques.

All training shall be conducted by persons having received training in evaluation methods and/or having conducted training in evaluation methods. The district shall designate a person responsible for evaluation training and as the contact person for the district's evaluation plan.

10.   Orientation

All employees are given an orientation to the Plan for Evaluation of Certified Employees within the first month of reporting to school. Upon distribution of the Evaluation Plan materials, each faculty will comprehensively review and discuss the procedures to be followed and the instrument that is to be used.

11.   Local Appeals Procedure

(a)   The certified employees of the local school district shall elect two (2) members to serve on the local appeals panel. The two (2) certified staff members receiving the highest number of votes shall serve as the selected members. Alternates shall be listed according to highest number of votes received. Alternates shall be used in the event a regular panel member cannot serve or in the event of a conflict of interest. The Board of Education shall appoint one (1) certified staff member to the appeals panel. The Appeals Panel will consist of a total of three certified teachers, (two elected by popular vote of district certified teachers and one appointed by the Board of Education). The committee shall elect a chairperson for each appeals process. The Board of Education shall also appoint one certified employee as alternate to serve in the absence of the first appointee. (Interning certified staff are not eligible to serve on the appeals panel.)

(b)   The members of the appeals panel shall be elected/appointed for a two-year term (a year defined as running from July 1 to June 30) with the option of being reelected/reappointed.

(c)   Any certified employee who requests a review of his/her summative evaluation by the local appeals panel shall submit a written request to the local appeals panel within five (5) working days of receipt of the evaluation. Appeals shall be presented on forms prepared by the local district. No member of the panel shall serve on any appeal in which he/she were the evaluator. No panel member shall serve on any appeal brought by the member's immediate family (father, mother, brother, sister, husband, wife, son, daughter, aunt, uncle, son-in-law, and daughter-in-law).

(d)   Panel members shall meet at a time and place set by the chairperson. The appealing employee and the evaluator shall be notified of the meeting time and place; the hearing shall otherwise be a closed meeting. Both the appealing employee and employer shall be provided copies of all documentation submitted.

(e)   The appealing employee shall release to the panel all evaluation material/information. The chairperson shall review all submitted information and may disallow information to be presented in the hearing which is determined if relevant to the appeal. The burden of proof shall be on the employee to the panel. The evaluator shall be allowed the opportunity to respond to the claims of the appealing employee and to present written record which support the summative evaluation. The panel shall review all documents presented to it and be allowed to interview both the appealing employee and the evaluator. The appealing employee and employer have a right to representation.

(f)   Upon receiving the request the panel will schedule a PRELIMINARY HEARING to provide documentation to all parties and the panel. The chairperson of the panel shall be elected by the panel for each appeal. Four (4) copies of all documentation to be considered in the appeal shall be made available at this time. One copy for each of the committee and evaluator/evaluatee shall be provided. The chairperson shall convene the hearing and explain procedures for the process. The evaluatee and evaluator may be represented by legal counsel or their chosen representative. The Board of Education shall provide for legal council to the panel if requested. The evaluatee has the right to determine whether the hearing is open or closed. A closed hearing will include the panel, evaluatee, evaluator and their chosen representatives. Witnesses may be called by either party, but will not be allowed to observe the hearing process other than during their testimony. After the evaluatee and evaluator leave, the appeals committee shall remain and review all documents and formulate

questions for the hearing. Within three (3) working days an APPEALS PANEL HEARING will convene to allow the evaluatee and evaluator to present statements, documentation, witnesses and any other information pertinent to the appeal. Again, the chairperson will convene the hearing and establish procedures. The evaluatee shall present his/her opening statement followed by the evaluator's opening statement. Each party will then be allowed to present his/her documentation including witnesses pertinent to the summative evaluation. Both substance and procedural issues shall be considered by the panel. An opportunity for questioning each party shall be provided. The panel will have the right to question both the evaluatee and the evaluator. The evaluatee and evaluator will then be permitted to leave and the panel will consider all information provided them. The panel may determine if there is a need to tape record the hearing. Tape(s) shall be kept in a locked file in the Central Office for a minimum of one (1) year from the date of the hearing for future discussions of the panel.

(g)   The panel shall make a recommendation to the district superintendent within fifteen (15) working days from the date of filing the appeal. The superintendent shall file the recommendation in the employee's personnel file with the original evaluation form.

(h)   The panel's recommendation may include one of the following:

    a. a new evaluation by a second certified evaluator
    b. uphold the original evaluation
    c. remove the summative or any part of the summative from the personnel file

The chairperson of the panel shall present the decision to the Superintendent for action within three (3) working days of the panel's decision.

Any evaluatee who feels that the procedural issues were violated may appeal the decision to the Kentucky Board of Education.

12.   State Appeals Procedure

(a)   The State Board of Education shall appoint a committee of three (3) board members to serve on the State Evaluation Appeals Panel. Said panel shall have no jurisdiction relative to complaints involving the professional judgmental conclusion of evaluations.

(b)   The certified employee must submit a written request to the Commissioner of Education for a hearing to the State Evaluation Appeals Panel. A specific description of the complaint and grounds for appeal must be submitted with this request.

(c)   The State Evaluation Appeals Panel, or the Department of Education at its direction shall review the complaint and investigate to determine if a hearing should be granted.

(d)   If a hearing is granted, all involved parties shall have an opportunity to speak before the appeals panel.

(e)   A decision of the appeals panel shall be rendered within fifteen working days after a hearing.

PERFORMANCE EVALUATION

Performance Evaluation is a process for Professional Growth with **all educators** working cooperatively to achieve goals and objectives that enhance student learning.

The ***EVALUATION PROCESS*** shall include both formative and summative evaluation of certified employees. **Tenured employees** will be observed annually through on-going observation of performance and conferencing and the development of an individual professional growth plan. Summative evaluation will occur at a minimum of once every three years. **Non-tenured employees** will be observed annually through on-going observation of performance, conferencing, the development of an individual professional growth plan, and summative assessment. Summative evaluation with multiple observations shall occur annually for non-tenured employees. **Administrators** will be evaluated annually through on-going observation of performance and conferencing, the development of an individual professional growth plan and summative evaluation. The evaluation process developed for the local superintendent by the local board of education shall include provisions for assistance for professional growth of the superintendent pursuant to KRS 156.111.

DEFINITIONS (as defined by Kentucky School Laws)

1. **Teacher** means any certified staff person who directly instructs students.

2. **Administrator** means any certified staff person who devotes the majority of his/her employed time to service in a position for which administration certification is required by the Education Professional Standards Board in 704 KAR Chapter 20.

3. **Evaluation** means the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, based on predetermined criteria, through periodic observation and other documentation including a portfolio, peer review, product or performance and the establishment and monitoring of a professional growth plan.

4. **Formative evaluation** means a continuous cycle of collecting evaluative information and interacting and providing feedback with suggestions regarding the certified employee's professional growth and performance.

5. **Summative evaluation** means the summary of, and conclusions from, all evaluative data, including, but not limited to the formative data. The summative evaluation occurs at the end of the evaluation cycle. Summative evaluation includes a conference involving the evaluator and the evaluated certified employee and a written evaluation report.

6. **Observation** means a process of gathering information in the performance of duty, based on predetermined criteria in the district plan.

7. **Conference** means a collaborative meeting involving the evaluator and the certified employee being evaluated for the purposes of: providing feedback from the evaluator; analyzing the results of observations; analyzing other information to determine accomplishments and areas for growth leading to establishment or revision of a professional growth plan.

8. **Individual Professional Growth Plan** means a plan whereby a person being evaluated establishes goals for enrichment/development and the assistance of the evaluator is identified. The individualized plan includes objectives, a plan for achieving objectives, and a method for evaluating success. The individualized professional growth plan shall be aligned with specific goals and objectives of the School Improvement/Consolidated and Professional Development Plans; and identification of school and district resources within available funds to accomplish the goals.

9. **Assistance Professional Growth Plan** means a plan whereby a person being evaluated establishes specific goals to improve an identified area of concern in performance. The evaluator takes an active role in activities and appraisal of the activities along with the evaluatee. Intensive assistance may require the use of an assistance team of individuals to help the employee grow professionally.

10. **Formal Observation** means an observation conducted after a pre-conference and followed within five working days by a post-observation conference.

11. **Informal Observation** means an observation whereby the evaluator comes into the classroom unannounced to observe performance and is followed within five working days by a post-observation conference. These observations may be conducted as frequently as deemed necessary.

12. **Primary Evaluator** means the immediate supervisor of the employee.

13. **Third Party Observer** if requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. To request a third party observer, employee shall:
    a. do so in writing to the evaluator
    b. request no later than Feb. 15 of the academic year in which the summative evaluation occurs.

    If the evaluator and evaluatee have not agreed upon the selection of the third party observer within five working days of the teacher's written request, the evaluator shall select the third party observe.

14. **Standards of Performance** means acceptable qualitative or quantitative level of performance expected of effective teachers and administrators.

15. **Position** means a professional role in the school district (e.g., teacher, principal, supervisor, director).

16. **Alternative/Optional Methods of Data Collection** provides for evaluation procedures and forms to be designed to foster professional growth. This regulation also provides encouragement and incentives for certified school personnel to improve their performance. To promote effective interpersonal, communication, and collaboration skills among peers and subordinates, consideration of some alternative/optional ways of data collection may be used.

These alternative/optional methods of gathering data must be both acceptable and agreed upon by the evaluator and evaluatee to be a productive way of appraising performance.

Collaboration, peer communication, and effective interpersonal skills can be achieved by: peer development, mentoring, support systems, flexibility, assuming new roles.

Self-assessments: ratings done by evaluatee on a particular performance and discussed in a post-observation conference.

Collaborating teachers, primary teams, departmental teams, etc. may use the district's data collection instruments during observations in order to gather data for discussion.

Evaluator may choose to gather data for a formal observation by observing the team as they work together for one of the observations required by the district plan.

***Note: Peers are involved in the growth process, not in evaluations.
Teacher and Administrator evaluation forms adhered to KRS 156.557 and 704 KAR 3:345 and attainment of other established EPSB standards not included in the above descriptions.

Evaluation Timetable

Step 1. All employees are given an orientation to the Plan for Evaluation of Certified Employees.	Within 1st month of reporting for school
Step 2. Primary Evaluators NOTIFY employees to be evaluated.	Beginning of School Year
Step 3. Evaluator holds pre-conference with employee	Within 5 working days before formal observation
Step 4. Evaluator conducts post observation conference and collaboratively develops professional growth plan.	Within 5 working days of the formal observation
Step 5. Formal and Informal observations	Current School Year
Step 6. Evaluators conducts Summative Evaluation and Summative Conferences as appropriate	Summative: Non-tenured and any Tenured Employee on an Assistance Growth Plan (April 15) All other Tenured Teachers (May 15) Administrators (June 15)
Step 7. Appeals Panel Hearing Request Form must be submitted	Within 5 working days of the summative evaluation to Appeals Panel member or District Evaluation contact person.

CODE OF ETHICS
704 KAR 20:680

Section 1. Certified Personnel in the Commonwealth:

(1)   Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;

(2)   Shall believe in the worth and dignity of each human being and in educational opportunities for all;

Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

To Students	To Parents	To Education Profession
• Shall provide students with professional education services in a non-discriminatory manner and in consonance with accepted best practice known to the educator. • Shall respect the constitutional rights of all students. • Shall take reasonable measures to protect the health, safety, and emotional well-being of students. • Shall not use professional relationships or authority with students for personal advantage. • Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law. • Shall not knowingly make false or political malicious statements about students or colleagues. • Shall refrain from subjecting students to embarrassment or disparagement. • Shall not engage in any sexually related behavior with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats or physical harm; and sexual assault.	• Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student. • Shall endeavor to understand the community cultures and diverse home environments of students. • Shall not knowingly distort or misrepresent facts concerning educational issues. • Shall distinguish between personal views and the views of the employing educational agency. • Shall not interfere in the exercise of political and citizenship rights and responsibilities of others. • Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan activities. • Shall not accept gratuities, gifts, or favors that might impair professional judgment, and shall not offer any of these to obtain special advantage.	• Shall exemplify behaviors that maintain the dignity and integrity of the profession. • Shall accord just and equitable treatment to all members. • Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law. • Shall not use coercive means or give special treatment in order to influence professional decisions. • Shall apply for, accept, offer, or assign a position responsibility only on the basis of professional preparation and legal qualifications. • Shall not knowingly falsify or misrepresent records of facts to the educator's own qualifications or those of other professionals.

Evaluation Standards And Performance Criteria for Teachers

Evaluation Standards and Performance Criteria for Teachers

Standard 1:   Demonstrates Professional Leadership
The teacher provides professional leadership within the school, community, and education profession to improve student learning and well being.

1.1   Builds positive relationships within and between school and community.
1.2   Promotes leadership potential in colleagues.
1.3   Participates in professional organizations and activities.
1.4   Writes and speaks effectively.
1.5   Contributes to the profession knowledge and expertise about teaching and learning.
1.6   Guides the development of curriculum and instructional materials.
1.7   Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.
1.8   Initiates and develops educational projects and programs.
1.9   Practices effective listening, conflict resolution and group-facilitation skills as a team member.
1.10   Follows proper channels to address issues and problems.
1.11   Meets assigned time frames as stipulated.
1.12   Serves on various school/district committees.
1.13   Follows school/district policies and procedures relating to employee punctuality, attendance and evaluating results.
1.14   Performs duties consistent with the goals for Kentucky students and mission of the school, the local community, laws, and administrative regulations.

Standard 2:   Demonstrates Knowledge of Content
The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.

2.1   Communicates a breadth of content knowledge across the discipline(s) to be taught.
2.2   Communicates a current knowledge of discipline(s) taught.
2.3   Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.
2.4   Arranges instructional materials/media/equipment/technologies to maximize learning opportunities
2.5   Connects content knowledge to real-world applications.
2.6   Plans lessons and develops instructional materials that reflect knowledge of current constructs and principles of the discipline(s) being taught.
2.7   Analyzes sources of factual information for accuracy.
2.8   Presents content in a manner that reflects sensitivity to a multicultural and global perspective.
2.9   Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.

Standard 3: Designs/Plans Instruction
The teacher designs/plans instruction that develops student abilities to use communication sills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, integrate knowledge.

3.1   Focuses instruction on one or more of Kentucky's learning goals and academic expectations.
3.2   Develops instruction that requires students to apply knowledge, skills, and thinking processes.
3.3   Integrates skills, thinking processes, and content across disciplines.
3.4   Creates and utilizes learning experiences that challenge, motivate and actively involve the learner.
3.5   Creates and uses learning experiences that are developmentally appropriate for learners.
3.6   Develops and incorporates strategies that address physical, social, and cultural and that show sensitivity to differences.
3.7   Arranges the physical classroom to support the types of teaching and learning that are to occur.
3.8   Includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc.) to improve student learning.
3.9   Develops and implements appropriate assessment processes.
3.10 Secures and uses a variety of appropriate school and community resources to support learning.
3.11 Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.
3.12 Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.

Standard 4: Creates/Maintains Learning Climate

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

4.1   Communicates with and challenges students in a supportive manner and provides students with constructive feedback.
4.2   Maintains positive classroom interaction by establishing appropriate expectations during group activities.
4.3   Shows consistent sensitivity to individuals and responds to students objectively.
4.4   Shows flexibility and creativity in the development of classroom processes and instructional procedures.
4.5   Locates and organizes materials and equipment to create an enriched multimedia environment.
4.6   Encourages and supports individual and group inquiry.
4.7   Uses a variety of classroom management techniques that foster individual responsibility and cooperation.
4.8   Analyzes and changes the classroom to accommodate a variety of instructional strategies.
4.9   Works with colleagues to develop an effective learning climate within the school.

Standard 5: Implements/Manages Instruction

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

5.1   Communicates specific goals and high expectations for learning.
5.2   Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.
5.3   Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.

5.4   Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.
5.5   Provides opportunities for students to increase their knowledge of cultural similarities and differences.
5.6   Stimulates students to reflect on their own ideas and those of others.
5.7   Uses appropriate questioning strategies to help students solve problems and to think critically.
5.8   Manages student examination of social issues relative to course content, possible responses, and associated consequences.
5.9   Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.
5.10   Presents differing viewpoints when integrating knowledge and experiences across disciplines.
5.11   Makes effective use of media and technologies
5.12   Makes efficient use of physical and human resources and time.
5.13   Provides opportunities for students to use and practice what is learned.
5.14   Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.

Standard 6: Assesses and Communicates Learning Results

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

6.1   Selects and uses appropriate assessments.
6.2   Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.
6.3   Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.
6.4   Provides opportunities for students to assess and improve their performance based on prior assessment results.
6.5   Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.
6.6   Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.

Standard 7: Reflects/Evaluates Teaching/Learning

The teacher reflects on and evaluates teaching/learning.

7.1   Assesses and analyzes the effectiveness of instruction.
7.2   Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.
7.3   Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.

Standard 8: Collaborates with Colleagues/Parents/Others

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

8.1   Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.

8.2   Discusses with parents, students and others the purpose and scope of the collaborative effort.

8.3   Articulates expectations for each collaborative event, e.g., time lines and responsibilities.

8.4   Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.

8.5   Secures and makes use of school and community resources that present differing viewpoints.

8.6   Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.

8.7   Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.

8.8   Analyzes previous collaborative experiences to improve future experiences.

8.9   Assesses students' special needs and collaborate with school services and community agencies to meet those needs.

Standard 9: Engages in Professional Development

The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.

9.1   Establishes priorities for professional growth.

9.2   Analyzes student performance to help identify professional development needs.

9.3   Solicits input from others in the creation of individual professional development plans.

9.4   Applies to instruction the knowledge, skills, and processes acquired through professional development.

9.5   Modifies own professional development plan to improve instructional performance and to promote student learning.

Standard 10: Demonstrates Implementation of Technology

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

10.1   Operates a multimedia computer and peripherals to install and use a variety of software.

10.2   Uses terminology related to computers and technology appropriately in written and verbal communication.

10.3   Demonstrates knowledge of the use of technology in business, industry, and society.

10.4   Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.

10.5   Creates multimedia presentations using scanners, digital cameras, and video cameras.

10.6   Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.

10.7   Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.

10.8   Requests and uses appropriate assistive and adaptive devices for students with special needs.

10.9   Designs lessons that use technology to address diverse student needs and learning styles.

10.10   Practices equitable and legal use of computers and technology in professional activities.

10.11 Facilitates the lifelong learning of self and others through the use of technology.
10.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.
10.13 Applies research-based instructional practices that use computers and other technology.
10.14 Uses computers and other technology for individual, small group, and large group learning activities.
10.15 Uses technology to support multiple assessments of student learning.
10.16 Instructs and supervises students in the ethical and legal use of technology.

Evaluation Standards And Performance Criteria for Library/Media Specialist

Evaluation Standards and
Performance Criteria for Media Specialist

Standard 1: Demonstrates proficiency in Management and Administration of the Library Media Center

1.1 **Plans long-range goals of the library media center program with faculty, administration, and students.**

1.2 **Plans the budget with the administration, school-based councils and-or advisory committees, based on the needs and objectives of the library media center program.**

1.3 **Administers the budget according to the goals and objectives of the program.**

1.4 **Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the library media center.**

1.5 **Develops library media center policies, e.g. materials selection, collection development, circulation, challenged materials, copyright, and technology.**

1.6 **Administrates a library media program that utilizes flexible access.**

1.7 **Develops plans for maintaining a technologically current facility and program.**

1.8 **Organizes, classifies, and catalogs library materials, following nationally recognized professional standards.**

1.9 **Solicits suggestions from and communicates with faculty and students about services, materials, programs and facilities.**

1.10 **Organizes and maintains the library media center as a functional, attractive, safe and orderly environment for optimal use by students and faculty.**

1.11 **Publicizes the library media center programs, services, and materials through newsletters, announcements, and other innovative ways.**

1.12 **Is responsible for the proper use of the facility, materials, and equipment.**

1.13 **May plan and/or participate in special projects or proposals, e.g. book fairs.**

1.14 **Trains and supervises library media center clerical staff, volunteers, and student helpers.**

Standard 2: Provides Exemplary Resources Through Collection Development

2.1 **Follows the district approved selection policy which includes a procedure for the reconsideration of materials.**

2.2 **Possesses broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum.**

2.3 **Chooses materials using selection tools, bibliographies, periodical reviews, workshops and professional judgment recommendations.**

2.4 **Maintains a professional collection.**

2.5 **Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment which support the school's curriculum and educational philosophy.**

2.6 **Keeps a card or automated catalog current.**

2.7 **Maintains statistical records and shelf list needed to verify collection of the library media center holdings.**

2.8 **Makes general repairs, weeds collection, and takes annual inventory.**

Standard 3: Provides Effective Library Media Services

3.1 **Exercises a leadership role and serves as a catalyst in ensuring the library media center is central to the instructional program of the school.**

3.2 Maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening.

3.3 Participates as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers.

3.4 Provides the leadership and expertise for the incorporation of information and instructional technologies into the school curriculum.

3.5 Provides training to staff in use of new materials, technology, and equipment demonstrating practical applications for curriculum connections.

3.6 Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and non-print materials.

3.7 Assists faculty in the selection of materials to supplement instruction.

3.8 Establishes positive rapport with staff and students.

3.9 Makes the library media center and its resources accessible to students and faculty.

3.10 Provides orientation for new faculty and students.

3.11 Maintains effective communication with staff and students, e.g., informs of new acquisitions and services.

3.12 Facilitates the circulation of materials among schools in the district or with other agencies.

3.13 Is available as a personal resource for all students and faculty.

3.14 Provides the resources and promotes recreational reading for the school community.

Standard 4: Enables Students to Become Effective Information Users

4.1 Plans and implements a library media center program of library information literacy in collaboration with classroom teachers toward the achievement of the goals of education reform, core content, and academic expectation.

4.2 Informally evaluates individual and group needs and provides appropriate learning experiences.

4.3 Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct.

4.4 Provides for independent and cooperative group learning.

4.5 Guides students in the selection of appropriate resources.

4.6 Helps students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments.

4.7 Promotes appreciation of various forms of literature emphasizing the highest quality.

4.8 Encourages students to develop lifelong reading listening, viewing, critical thinking skills, and become skilled in all modes of communication.

4.9 Incorporates the use of technology in accessing information.

4.10 Assists students in the use of multi-media for completed projects.

Standard 5: Manages Student Behavior

5.1 Established/maintains   behavioral expectations (class rules) of students.

5.2 Monitors students' behaviors according to local school/district policies and procedures.

5.3 Reinforces acceptable student behaviors with genuine specific praise.

5.4 Holds each student accountable for his/her own behaviors.

5.5 Manages disruptive behavior constructively while maintaining instructional momentum.

5.6 Demonstrates fairness and consistency when managing disruptive behaviors and enforces consequences.

5.7 Uses gestures, facial expressions, verbal cues, and proximity control to direct and redirect student behaviors.

Standard 6: Communicates Effectively

6.1 Listens to others, showing an interest in and sensitivity to their ideas, answers, and opinions.
6.2 Speaks distinctly and clearly.
6.3 Adjusts volume and tone for emphasis.
6.4 Models correct grammar and pronunciation.
6.5 Provides clear instructions.
6.6 Shares student expectations, criteria for assessment, student progress with parents in meetings, conferences, written progress reports, etc.
6.7 Displays awareness of space and presence when interacting with others.
6.8 Maintains positive interactions with others.
6.9 Makes effective uses of non-verbal cues, expressions, gestures, etc.

Standard 7: Exhibits Professionalism

7.1 Evaluates self to identify needs for instructional improvement.
7.2 Develops/reviews a professional growth plan congruent with school/district/KERA goals and missions.
7.3 Reviews professional growth plan annually and revises plan as needs/goals/change.
7.4 Participates in professional development activities (continuing education, workshops, seminars, action based research, teacher networks, etc.)
7.5 Shares instructional materials, information, and ideas with colleagues.
7.6 Strives to improve instruction on a consistent basis.
7.7 Maintains appropriate confidentially regarding students' behaviors and performances.
7.8 Upholds and models Kentucky's School Personnel Code of Ethics.
7.9 Encourages professional growth of peers.

Standard 8: Meets Job Expectations/Descriptions

8.1 Follows proper channels to address issues and problems
8.2 Meets assigned time frames as stipulated.
8.3 Serves on various school/district committees.
8.4 Follows school/district policies and procedures relating to employee punctuality, attendance and evaluating results.
8.5 Performs duties consistent with the goals for Kentucky students and mission of the school, the local community, laws, and administrative regulations.

Standard 9: Demonstrates Implementation of Technology

The media specialist uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

9.1 Operates a multimedia computer and peripherals to install and use a variety of software.
9.2 Uses terminology related to computers and technology appropriately in written and verbal communication.

9.3   **Demonstrates knowledge of the use of technology in business, industry, and society.**

9.4   **Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.**

9.5   **Creates multimedia presentations using scanners, digital cameras, and video cameras.**

9.6   **Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.**

9.7   **Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.**

9.8   **Requests and uses appropriate assistive and adaptive devices for students with special needs.**

9.9   **Designs lessons that use technology to address diverse student needs and learning styles.**

9.10   **Practices equitable and legal use of computers and technology in professional activities.**

9.11   **Facilitates the lifelong learning of self and others through the use of technology.**

9.12   **Explores, uses, and evaluates technology resources: software, applications, and related documentation.**

9.13   **Applies research-based instructional practices that use computers and other technology.**

9.14   **Uses computers and other technology for individual, small group, and large group learning activities.**

9.15   **Uses technology to support multiple assessments of student learning.**

9.16   **Instructs and supervises students in the ethical and legal use of technology.**

Evaluation Standards And Performance Criteria for School Counselors

Evaluation Standards and
Performance Criteria for School Counselors

Standard 1: Program Management, Research, and Evaluation
Develops a process and procedure for planning, implementation and evaluation of a comprehensive developmental program of guidance and counseling.

1.1   Defines needs and priorities.
1.2   Determines objectives.
1.3   Communicates with stakeholders, including school councils, about the design, importance and effectiveness of the program.
1.4   Organizes personnel, physical resources and activities to accomplish needs, priorities and objectives specified school plans.
1.5   Evaluates the program to assure its contribution to the school's mission and goals.
1.6   Use information systems and technology.

Standard 2: Developmental Guidance Curriculum
Provides a developmental, preventive, guidance program within the school

2.1   Assess the developmental need of students.
2.2   Address academic expectations and school-to-work initiatives.
2.3   Prepares students for successful transitions.
2.4   Evaluates the results of the curriculum's impact.
2.5   Modifies the curriculum as needed to continually meet the needs of students.
2.6   Guides individuals and groups of students through the development of educational and career plans.
2.7   Provides guidance for maximizing personal growth and development.
2.8   Teaches the school developmental guidance curriculum.
2.9   Assists teachers in the teaching of the guidance curriculum.

Standard 3: Individual/Small Group Counseling
Uses short term individual counseling and structured as well as unstructured small group counseling to address mental, physical, and emotional barriers to learning and to help each child learn at high levels.

3.1   Provide a safe, confidential setting in which students present their needs and concerns.
3.2   Promotes wellness.
3.3   Responds to crises.
3.4   Communicates empathy and understanding.
3.5   Utilizes a broad range of techniques and accepted theories appropriate to school counseling.
3.6   Utilizes assessment tools, individual planning skills, and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers).
3.7   Intervenes in problem/conflict situations and conducts follow-up sessions.
3.8   Respect and nurture the uniqueness of each student.
3.9   Mediate classroom and student conflict.
3.10   Empower students to develop and use their resources.

Standard 4: Consultation/Collaboration
Functions in a cooperative process to assist others to effectively meet the needs of students.

4.1   Consults with parents, faculty, staff, administrators, and others to enhance their work with students.
4.2   Interprets relevant information concerning the developmental needs of students.
4.3   Reduces barriers to student learning through direct referred services.

4.4   Facilitates new student integration into the school environment.
4.5   Works with teachers to provide support for students in a crisis situation.
4.6   Interacts with school councils, school boards, Family Resource/Youth Service Center Advisory Councils, and/or school committees.
4.7   Facilitates successful communication between and among teachers, parents, teachers and students.
4.8   Works with teachers and administrators relevant to behavior management to promote and support intervention strategies.
4.9   Consults with external community and professional resources.

Standard 5: Coordination
Functions as a coordinator in bringing together people and resources in the school, the community and the district for the fullest academic, career, personal, and social development of the students.

5.1   Coordinates with school and community personnel, including school councils, to provide resources for students.
5.2   Uses an effective referral process for assisting students and others to use special programs and services.
5.3   Identifies community agencies for referral of students.
5.4   Maintains cooperative working relationships with community resources.
5.5   Facilitates successful transition from one level of education to the next (i.e. elementary to middle).

Standard 6: Assessment
Collaborates with other school and district staff to design and coordinate a testing program that helps students identify their abilities, aptitude, achievements, and interests.

6.1   Participates in the planning and evaluation of the district/school testing program.
6.2   Assesses, interprets and communicates learning results to students, faculty, parents and community with respect to aptitude, achievement, interests, temperaments and learning styles.
6.3   Collaborates with staff concerning assessment of special needs students.
6.4   Uses assessment results and other sources of student data in formulating student career/graduation plans.
6.5   Coordinates students' records to ensure the confidentiality of assessment data.
6.6   Provides orientation sessions for faculty, students, and parents regarding the assessment program.

Standard 7: Adheres to Professional Standard
Acts within legal and within ethical guidelines to accomplish educational purposes.

7.1   Adheres to professional Codes of Ethics of the American Counseling Association, American Counseling Association, and the Code of Ethics adopted by the Kentucky Education Professional Standards Board.
7.2   Adheres to federal/state laws and regulations related to education and child protection.
7.3   Accepts responsibility for on-going professional development.
7.4   Acts in a role that clearly distinguishes him or her from any professional who administers disciplinary action.
7.5   Is knowledgeable of the position statements of the American School Counselor Association.
7.6   Identifies activities that would be in conflict with the primary role of the school counselor and to advocate for the best practices of the profession.

Standard 8: Demonstrates Professional Leadership

Provides professional leadership within the school, community, and education profession to improve student learning and well being.

8.1 Builds positive relationships within and between school and community.
8.2 Promotes leadership potential in colleagues.
8.3 Participates in professional organization and activities.
8.4 Writes and speaks effectively.
8.5 Guides the development of curriculum and instructional materials.
8.6 Participates in policy design and development at the local school, within professional organization, and/or within community organizations with educationally related activities.
8.7 Initiates and develops educational projects and programs.
8.8 Practices effective listening, conflict resolution, and group facilitation skills as a team member.
8.9 Presents programs in a manner that reflects sensitivity to a multicultural and global perspective.
8.10 Writes for publication, presents at conferences and provides professional development.
8.11 Works with colleagues to administer and effective learning climate within the school.
8.12 Performs professional responsibilities related to his or her assignment, including attendance and punctuality and evaluating results.
8.13 Performs duties consistent with the goals for Kentucky students and mission of the school, the local community, laws, and administrative regulations.

Standard 9: Engages in Professional Development

Evaluates his or her overall performance in relation to Kentucky's learning goals and implements a professional development plan.

9.1 Establishes priorities for professional growth.
9.2 Analyzes student performance to help identify professional development needs.
9.3 Solicits input from others in the creation of individual professional development needs.
9.4 Implements knowledge and skills acquired through on-going professional development.
9.5 Modifies own professional development plan to improve performance and to promote student learning.

Standard 10: Demonstrates Implementation of Technology

A school counselor uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

10.1 Operates a multimedia computer and peripherals to install and use a variety of software.
10.2 Uses terminology related to computers and technology appropriately in written and verbal communication.
10.3 Demonstrates knowledge of the use of technology in business, industry, and society.
10.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
10.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.
10.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
10.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
10.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.

10.9   Designs lessons that use technology to address diverse student needs and learning styles.

10.10   Practices equitable and legal use of computers and technology in professional activities.

10.11   Facilitates the lifelong learning of self and others through the use of technology.

10.12   Explores, uses, and evaluates technology resources: software, applications, and related documentation.

10.13   Applies research-based instructional practices that use computers and other technology.

10.14   Uses computers and other technology for individual, small group, and large group learning activities.

10.15   Uses technology to support multiple assessments of student learning.

10.16   Instructs and supervises students in the ethical and legal use of technology.

Evaluation Standards And Performance Criteria for Education Administrators

Evaluation Standards and
Performance Criteria for Education Administrators

Standard 1:   Vision

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. Performances – The administrator facilitates processes and engages in activities ensuring that:

1.1   The vision and mission of the school are effectively communicated to staff, parents, students, and community.
1.2   The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities.
1.3   The core beliefs of the school vision are modeled for all stakeholders.
1.4   The vision is developed with and among stakeholders.
1.5   The contributions of school community members to the realization of the vision are recognized and celebrated.
1.6   Progress toward the vision and mission is communicated to all stakeholders.
1.7   The school community is involved in school improvement efforts.
1.8   The vision shapes the educational programs, plans, and actions.
1.9   An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.
1.10   Assessment data related to student learning are used to develop the school vision and goals.
1.11   Relevant demographic date pertaining to students and their families are used in developing the school mission and goals.
1.12   Barriers to achieving the vision identified, clarified, and addressed.

Standard 2:   School Culture and Learning

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. Performances – The administrator facilitates process and engages in activities ensuring that:

2.1   All individuals are treated with fairness, dignity, and respect.
2.2   Professional development promotes a focus on student learning consistent with the school vision and goals.
2.3   Students and staff feel valued and important.
2.4   The responsibilities and contributions of each individual are acknowledged.
2.5   Barriers to student learning are identified, clarified, and addressed.
2.6   Diversity is considered in developing learning experiences.
2.7   Life long learning is encouraged and modeled.

2.8 There is a culture of high expectations for self, student, and staff performance.

2.9 Technologies are used in teaching and learning.

2.10 Student and staff accomplishments are recognized and celebrated.

2.11 Multiple opportunities to learn are available to all students.

2.12 The school is organized and aligned for success.

2.13 Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined.

2.14 Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies.

2.15 The school culture and climate are assessed on a regular basis.

2.16 A variety of sources of information is used in making decisions.

2.17 Student learning is assessed using a variety of techniques.

2.18 Multiple sources of information regarding performance are used by staff and students.

2.19 A variety of supervisory and evaluation models is employed.

2.20 Pupil personnel programs are developed to meet the needs of students and their families.

Standard 3: Management

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. Performances – The administrator facilitates processes and engages in activities ensuring that:

3.1 Knowledge of learning, teaching, and student development is used to inform management decisions.

3.2 Operational procedures are designed and managed to maximize opportunities for successful learning.

3.3 Emerging trends are recognized, studied, and applied as appropriate.

3.4 Operational plans and procedures to achieve the vision and goals of the school are in place.

3.5 Collective bargaining and other contractual agreements related to the school are effectively managed.

3.6 The school plant, equipment, and support systems operate safely, efficiently, and effectively.

3.7 Time is managed to maximize attainment of organizational goals.

3.8 Potential problems and opportunities are identified.

3.9 Problems are confronted and resolved in a timely manner.

3.10 Financial, human, and material resources are aligned to the goals of schools.

3.11 The school acts entrepreneurial to support continuous improvement.

3.12 Organizational systems are regularly monitored and modified as needed.

3.13 Stakeholders are involved in decisions affecting schools.

3.14 Responsibility is shared to maximize ownership and accountability.

3.15 Effective problem-framing and problem-solving skills are used.

3.16 Effective conflict resolution skills are used.

3.17 Effective group-process and consensus-building skills are used.

3.18 Effective communication skills are used.

3.19 There is effective use of technology to manage school operations.

3.20 Fiscal resources of the school are managed responsibly, efficiently, and effectively.

3.21 A safe, clean, and aesthetically pleasing school environment is created and maintained.

3.22 Human resource functions support the attainment of school goals.

3.23 Confidentiality and privacy of school records are maintained.

Standard 4:   Collaboration

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.   Performances – The administrator facilitates, processes and engages in activities ensuring that:

4.1   High visibility, active involvement, and communication with the larger community is a priority.
4.2   Relationships with community leaders are identified and nurtured.
4.3   Information about family and community concerns, expectations, and needs is used regularly.
4.4   There is outreach to different business, religious, political, and service agencies and organizations.
4.5   Credence is given to individuals and groups whose values and opinions may conflict.
4.6   The school and community serve one another as resources.
4.7   Available community resources are secured to help the school solve problems and achieve goals.
4.8   Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.
4.9   Community youth family services are integrated with school programs.
4.10   Community stakeholders are treated equitably.
4.11   Diversity is recognized and valued.
4.12   Effective media relations are developed and maintained.
4.13   A comprehensive program of community relations is established.
4.14   Public resources and funds are used appropriately and wisely.
4.15   Community collaboration is modeled for staff.
4.16   Opportunities for staff to develop collaborative skills are provided.

Standard 5:   Integrity, Fairness, and Ethics

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.   Performances – The administrator facilitates process and engages in activities ensuing that:

5.1   Examines personal and professional values
5.2   Demonstrates a personal and professional code of ethics.
5.3   Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.
5.4   Performs professional responsibilities related to assignment, including, attendance and punctuality and evaluating results.
5.5   Accepts responsibility for school operations.
5.6   Considers the impact of one's administrative practices on others.
5.7   Uses the influence of the office to enhance the educational program rather than for personal gain.
5.8   Treats people fairly, equitably, and with dignity and respect.
5.9   Protects the rights and confidentiality of students and staff.
5.10   Demonstrates appreciation for and sensitivity to the diversity in the school community.
5.11   Recognized and respects the legitimate authority of others.

5.12   Examines and considers the prevailing values of the diverse school community.

5.13   Expects that others in the school community will demonstrate integrity and exercise ethical behavior.

5.14   Opens the school to public scrutiny.

5.15   Fulfills legal and contractual obligations.

5.16   Applies laws and procedures fairly, wisely, and considerately.

5.17   Performs duties consistent with the goals for Kentucky students and mission of the school, the local community, laws, and administrative regulations.

Standard 6:   Political, Economic, Legal

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.   Performances – The administrator facilitates process and engages in activities ensuring that:

6.1   The environment in which schools operate is influenced on behalf of students and their families.

6.2   Communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate.

6.3   There is ongoing dialogue with representatives of diverse community groups.

6.4   The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.

6.5   Public policy is shaped to provide quality education for students.

6.6   Lines of communication are developed with decision makers outside the school community.

Standard 7: Technology

A school administrator uses technology to support the school's instructional program; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research/solve problems.

7.1   Operates a multimedia computer and peripherals to use a variety of software (Office '97, Word, Excel, e-mail, internet).

7.2   Uses the computer to do word processing, create spreadsheets, access electronic mail and the Internet, and use other emerging technologies to enhance professional productivity and support instruction (e.g., newsletters, data analysis, budgets, templates for performance evaluation documentation and professional growth plans).

7.3   Uses terminology related to computers and technology appropriately in written and verbal communication (e.g., SBDM minutes, newsletters, e-mail responses).

7.4   Follows Board policy, laws and regulations in the use of computers and technology in both professional and personal activities.

7.5   Facilitates the lifelong learning of self and others through the use of technology (e.g., professional growth plans, training provisions, attendance at technology training).

7.6   Demonstrates knowledge of the use of technology in business, industry, and society (e.g., Power point presentations, budget spreadsheets, use of e-mail).

7.7   Ensures appropriate research-based instructional practices related to the integration of technology are included in the school's instructional program (e.g., classroom observations, walk-throughs, professional growth plans).

Forms

<u>APPEALS PANEL HEARING REQUEST FORM</u>

I _____, have been evaluated by _____ during the current evaluative cycle. My disagreement with the findings of the summative has been thoroughly discussed with evaluator.

I respectfully request the Russell County School District Evaluation Appeals Panel to hear my appeal.

This appeal challenges the summative findings on:

☐   substance

☐   procedure

☐   both substance & procedure

_____

_____   _____
Signature   Date

      Date of Summative conference   _____
      Date evaluator notified of intent to appeal   _____

This form shall be presented in person or by mail to any member of the appeals panel within five working days of completion of the summative conference.

Appeals Panel members, by popular vote, for July 1, 2008 through June 30, 2010 are as follows:

1. Stacey Anderson

2. Dawn Shaw

(chosen by Popular Vote of Certified Staff)

3. Ann Hatcher

(chosen by Russell Co. Board of Education)

1. Sheila Wicker

(Alternate appointed by the Russell Co. Board of Education)

RUSSELL COUNTY SCHOOLS
Individual Professional Growth Plan

Name: _____ Date: _____ School Year: _____

Identified School/District Improvement Plan Goal and/or Objective:

* Present Professional Development Stage	Growth Goal(s)/Objective(s) (Individual Growth Plan must align with specific goals and objectives of school/district improvement plan.)	Procedures and Activities for achieving Goal(s)/Objective(s)	Expected Impact	Target Dates for Completion/Review

Employee's Comments:

Supervisor's Comments:

Individual Growth Plan Developed:		Annual Review ☐ Achieved ☐ Revised ☐ Continued
(Employee's Signature) (Date)		(Employee's Signature) (Date)
(Supervisor's Signature) (Date)		(Supervisor's Signature) (Date)

*   O = Orientation/Awareness   A = Preparation/Application   I = Implementation/Management   R = Refinement/Impact

Each employee completes, signs, dates, and submits this to his/her evaluator by October 30 of each school year.

RUSSELL COUNTY PRE-OBSERVATION CONFERENCE

_____   _____   _____
Teacher   Date   School

_____   _____   _____
Subject   Grade   Period/Time

Teacher completes this form and discusses content with administrator prior to scheduled observation.

Core Content Aligned Objective/Major Lesson Content/Unit of Study:

Instructional Strategies

Teacher Behaviors		Student Behaviors	
☐ Monitors behavior	☐ Conferences	☐ Constructing graphs	☐ Prewriting
☐ Working with small groups	☐ Reading to students	☐ Drafting	☐ Editing
☐ Testing students	☐ Lecture/direct instruction	☐ Revising	☐ Conferencing
☐ Scribing as needed	☐ Correcting responses	☐ Proofreading	☐ Publishing
☐ Clarifying direction	☐ Facilitating learning	☐ Presentations	☐ Discussions
☐ Working one-on-one	☐ Modeling skills/process	☐ Researching	☐ Worksheets
☐ Visiting with groups	☐ Modeling writing	☐ Peer tutoring	☐ Using tools
☐ Sharing Samples of work	☐ Technology as a tool	☐ Taking notes	☐ Reading
☐ Listening for correctness in responses	☐ Introducing concepts with manipulatives	☐ Using manipulatives	☐ Listening
☐ Assessing students' understanding	☐ Work in groups	☐ Using technology	☐ Summarizing
☐ Unit/Course Organizers		☐ Work in pairs	
☐ Other		☐ Designing/constructing	☐ Games/puzzles

Best Practice Strategies

☐ Use of manipulatives	☐ Justification of thinking
☐ Cooperative group work	☐ Writing about what has been learned (reflection)
☐ Discussion of the content	☐ Problem-solving approach to instruction
☐ Questioning and making conjectures	☐ Content integration
☐ Use of calculators, computers, or other technology	☐ Teacher as facilitator of learning
☐ Connect content to student relevant issues	☐ End each lesson through closure activity
☐ Other	☐ Other

Resources

☐ ESS	☐ Title I	☐ Librarian	☐ Textbooks
☐ Counselor	☐ Instructional Assistant	☐ Manipulatives	☐ Reference materials
☐ Speaker	☐ Consultant/resource	☐ Tools	☐ Videos/TV
☐ Other			☐ Computers
☐ Other			

Learning Styles

☐ Verbal (linguistic)	☐ Musical	☐ Intrapersonal (reflection)	☐ Spatial (visual)
☐ Mathematical (logical)	☐ Kinesthetic	☐ Interpersonal (interaction)	☐ Naturalists

Assessment Strategies

Ongoing:		Culminating:	
☐ Anecdotal records	☐ Reflection	☐ Project	☐ Portfolio
☐ Learning logs	☐ Oral response(s)	☐ Open response	☐ Performance events
☐ Open response	☐ Journal	☐ Textbook test	☐ Individual investigation
☐ Peer conference	☐ Teacher conference	☐ Teacher-made test	☐ Other

Intervention Strategies

☐ One-on-one	☐ Extended time	☐ Support personnel	☐ Reading to student(s)
☐ Small group	☐ Peer tutoring	☐ Modified time	☐ Repeating directions
☐ Use of technology	☐ Scribing	☐ Use of Spec. Ed. personnel	
☐ Use of audio tapes	☐ Taping responses	☐ Modified lesson	
☐ Other			

_____   _____
Teacher Signature   Date   Evaluator Signature   Date

Corrective Action Team

The purpose of the Corrective Action Team is to provide the employee every possibility to attain the District Standards of Performance. ANY EMPLOYEE, teacher or administrator, should understand that the request for an assistance team is the evaluator trying to help the employee meet standards and avoid additional personnel actions.

Each certified employee of the District is required to have an individual professional growth plan which may be either for enrichment or assistance. An assistance growth plan is to provide the employee with additional assistance and supervision to help them make the necessary changes in their performance to meet District standards. After an employee is on an assistance plan, time is allowed to improve performance and demonstrate that the standard has been attained.

The evaluator will provide assistance, resources, and opportunity for the employee to grow professionally and reach the District standard. From time to time an employee may be unable to improve or choose not to improve performance. After observations and implementation of an assistance growth plan that has made little or no difference in the employee reaching standards, the evaluator must make a decision. It is at this time that the evaluator may choose to seek the help of an assistance team to work with the employee.

The following procedures would be initiated.

- Evaluator conferences with employee and indicates the desire to form an assistance team. (If the employee refuses assistance, the evaluator has few options available)
- In collaboration with said employee, a team is mutually selected.
- Evaluator/employee/and team meet to discuss the assistance process.
- Each meeting of the team is documented in summary format with recommendations.

If the employee, in the judgment of the evaluator makes progress with the team's assistance then the summative evaluation is completed and the summative conference occurs. The employee is then back on an enrichment plan or assistance plan as determined by the evaluator.

When there is no improvement in performance toward meeting the standard even with the help of an assistance team, then the evaluator must take the necessary steps toward cancellation of the contract.

EMPLOYEE ASSISTANCE RECORD

Dates				
Observation				
Professional Growth Plan Developed				
Request for Assistance Team				
Assistance Team Selected				
Evaluator/Evaluatee/Team Meeting to explain assistance				
1st Meeting of Team				
2nd Meeting of Team				
3rd Meeting of Team				
4th Meeting of Team				
Summative Evaluation				
Conference with Superintendent and/or Attorney				
Summative Conference with Employee				
Termination Letter (if necessary)				

Signatures:

Principal: _____

Team Members: _____
_____
_____
_____
_____
_____

Optional -
Corrective Action Form

<u>Employee Assistance Log of Activities</u>

Employee _____   Date of Meeting _____

Persons Present:

1. _____   2. _____
3. _____   4. _____
5. _____   6. _____

Summary of Meeting:

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Recommendations:

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Next Meeting: _____

Immediate Supervisor of Employee: _____

OPTIONAL – Corrective Action Form

Administrator Job Description Review
In Conjunction with the Corrective Action Plan

Job Title _____   Name _____

Specific comments related to the job description review:

Continued

Individual Growth Plan (standards for focus) Standard #_____

This observation was discussed in a conference between the evaluator and evaluatee on
_____

I have read and discussed this data collection form and received a copy.

_____ _____
Evaluatee   **Evaluator**

Additional Comments (may be continued on back)

I have read and discussed this data collection form and received a copy.

_____ _____
Evaluatee's Signature   **Date**

_____ _____
Evaluator's Signature   **Date**

FORMATIVE EVALUATION INSTRUMENT FOR TEACHERS

NAME: _____ DATE: _____

SCHOOL/DEPT: _____ JOB TITLE: _____

EVALUATOR'S NAME _____

Any rating of *unsatisfactory* must be accompanied by a written plan for improvement.

Standard 2-6 and 10 are observed primarily through classroom observations.

Standards 1, 7-9 and 10 are observed throughout the employee contract period as the day to day duties and responsibilities are met.

Pre-observation Conference ☐ YES   ☐ NO

Standard 1. Professional Leadership	☐ Outstanding ☐ Satisfactory ☐ Improvement Needed ☐ Unsatisfactory
Standard 2. Knowledge of Content	☐ Outstanding ☐ Satisfactory ☐ Improvement Needed ☐ Unsatisfactory
Standard 3. Designs/Plans Instruction	☐ Outstanding ☐ Satisfactory ☐ Improvement Needed ☐ Unsatisfactory
Standard 4. Creates/Maintains Learning Climate	☐ Outstanding ☐ Satisfactory ☐ Improvement Needed ☐ Unsatisfactory
Standard 5. Implements/Manages Instruction	☐ Outstanding ☐ Satisfactory ☐ Improvement Needed ☐ Unsatisfactory
Standard 6. Assesses and Communicates Learning Results	☐ Outstanding ☐ Satisfactory ☐ Improvement Needed ☐ Unsatisfactory
Standard 7. Reflects/Evaluates Teaching/Learning	☐ Outstanding ☐ Satisfactory ☐ Improvement Needed ☐ Unsatisfactory
Standard 8. Collaborates with Colleagues/Parents/Other	☐ Outstanding ☐ Satisfactory ☐ Improvement Needed ☐ Unsatisfactory
Standard 9. Engages in Professional Development	☐ Outstanding ☐ Satisfactory ☐ Improvement Needed ☐ Unsatisfactory
Standard 10. Demonstrates Implementation of Technology	☐ Outstanding ☐ Satisfactory ☐ Improvement Needed ☐ Unsatisfactory

Individual Growth Plan (standards for focus) Standard # _____

This observation was discussed in a conference between the evaluator and evaluatee on _____.

I have read and discussed this Formative Evaluation Instrument and received a copy.   **Date**

_____ _____ _____ _____
Evaluatee   **Date**   **Evaluator**   **Date**

FORMATIVE EVALUATION INSTRUMENT
FOR CERTIFIED EMPLOYEES

_____	_____	_____	_____
Last Name	First Name	School/Site	Evaluation Period

_____	_____	_____	_____
Job Classification	School Year	Evaluator	Date

Rating Information
S - Satisfactory
I - Improvement Needed
U - Unsatisfactory *
* Written Justification and Improvement Plan

Required

USE OF TIME   S I U
1. Has the necessary skills to complete the tasks specified by the immediate supervisor.................☐ ☐ ☐
2. Follows through on tasks without reminders……………………………………………………..☐ ☐ ☐
3. Meets schedules and timelines; eliminates personal business transactions during work hours.....☐ ☐ ☐

GENERAL WORK HABITS
1. Regularly comes to work on time and has a good attendance record…………………………….☐ ☐ ☐
2. Serves as a positive role model for staff and/or students……………….....................................☐ ☐ ☐
3. Demonstrates a positive attitude toward acquiring knowledge for improved job performance….☐ ☐ ☐
4. Dresses professionally for their work environment……………………......................................☐ ☐ ☐
5. Maintains the same high level of ethical behavior, loyalty, and confidentiality about students
and/or employees as is expected of all staff………………………………………………………☐ ☐ ☐
6. Implements the laws, policies, rules, and regulations of the Russell County School System
and Commonwealth of Kentucky...☐ ☐ ☐
7. Accepts suggestions for improvement in task performance in a professional manner…………...☐ ☐ ☐
8. Completes job assignment(s) in an efficient, well-planned, and organized manner……………...☐ ☐ ☐
9. Takes initiatives in seeking and completing tasks without supervision…………………………..☐ ☐ ☐

INTERPERSONAL RELATIONSHIPS
1. Relates to others in a manner that will enable them to develop positive self-concepts………......☐ ☐ ☐
2. Uses effective communication skills……………………………………….................................☐ ☐ ☐
3. Demonstrates a sensitivity for the feelings and needs of other colleagues and the student body...☐ ☐ ☐
4. Has a positive rapport with school, community, and public........................... ....☐ ☐ ☐

RUSSELL COUNTY PUBLIC SCHOOLS
FORMATIVE EVALUATION INSTRUMENT FOR MEDIA SPECIALIST
NAME: _____ DATE: _____
SCHOOL/DEPT: _____ JOB TITLE: _____
EVALUATOR'S NAME _____
Any rating of *unsatisfactory* must be accompanied by a written plan for improvement.

Pre-observation Conference ☐ YES ☐ NO

Standard 1. Demonstrates proficiency in management and administration of the Library Media center	☐ Outstanding ☐ Satisfactory ☐ Improvement Needed ☐ Unsatisfactory
Standard 2. Provides exemplary resources through collection development	☐ Outstanding ☐ Satisfactory ☐ Improvement Needed ☐ Unsatisfactory
Standard 3. Provides effective Library Media services	☐ Outstanding ☐ Satisfactory ☐ Improvement Needed ☐ Unsatisfactory
Standard 4. Enables students to become effective information users	☐ Outstanding ☐ Satisfactory ☐ Improvement Needed ☐ Unsatisfactory
Standard 5. Manages student behavior	☐ Outstanding ☐ Satisfactory ☐ Improvement Needed ☐ Unsatisfactory
Standard 6. Communicates effectively	☐ Outstanding ☐ Satisfactory ☐ Improvement Needed ☐ Unsatisfactory
Standard 7. Exhibits Professionalism	☐ Outstanding ☐ Satisfactory ☐ Improvement Needed ☐ Unsatisfactory
Standard 8. Meets job expectations/Descriptions	☐ Outstanding ☐ Satisfactory ☐ Improvement Needed ☐ Unsatisfactory
Standard 9. Demonstrates implementation of technology	☐ Outstanding ☐ Satisfactory ☐ Improvement Needed ☐ Unsatisfactory

<u>Individual Growth Plan </u>(standards for focus) Standard # _____
This observation was discussed in a conference between the evaluator and evaluatee on _____.
                                                                                                    Date

I have read and discussed this Formative Evaluation Instrument and received a copy.

_____ _____   _____ _____
        Evaluatee   **Date**   **Evaluator**   **Date**

NAME: _____ DATE: _____
SCHOOL/DEPT: _____ JOB TITLE: _____
EVALUATOR'S NAME _____

Any rating of *unsatisfactory* must be accompanied by a written plan for improvement.

Pre-observation Conference ☐ YES ☐ NO

Standard	Rating
Standard 1. Program management, Research and Evaluation	☐ Outstanding ☐ Satisfactory ☐ Improvement Needed ☐ Unsatisfactory
Standard 2. Development Guidance Curriculum	☐ Outstanding ☐ Satisfactory ☐ Improvement Needed ☐ Unsatisfactory
Standard 3. Individual/Small Group Counseling	☐ Outstanding ☐ Satisfactory ☐ Improvement Needed ☐ Unsatisfactory
Standard 4. Consultation/Collaboration	☐ Outstanding ☐ Satisfactory ☐ Improvement Needed ☐ Unsatisfactory
Standard 5. Coordination	☐ Outstanding ☐ Satisfactory ☐ Improvement Needed ☐ Unsatisfactory
Standard 6. Assessment	☐ Outstanding ☐ Satisfactory ☐ Improvement Needed ☐ Unsatisfactory
Standard 7. Adheres to professional Standard	☐ Outstanding ☐ Satisfactory ☐ Improvement Needed ☐ Unsatisfactory
Standard 8. Demonstrates Professional Standard	☐ Outstanding ☐ Satisfactory ☐ Improvement Needed ☐ Unsatisfactory
Standard 9. Engages in Professional Development	☐ Outstanding ☐ Satisfactory ☐ Improvement Needed ☐ Unsatisfactory
Standard 10. Technology	☐ Outstanding ☐ Satisfactory ☐ Improvement Needed ☐ Unsatisfactory

Individual Growth Plan (standards for focus) Standard # _____
This observation was discussed in a conference between the evaluator and evaluatee on _____.
                                                                Date

I have read and discussed this Formative Evaluation Instrument and received a copy.

_____ _____   _____ _____
Evaluatee   **Date**   **Evaluator**   **Date**
(Additional comments may be continued on back)

FORMATIVE EVALUATION INSTRUMENT FOR ADMINISTRATORS
(Principals/Asst. Principals/District Administrators/Superintendent)

NAME: _____ **DATE:** _____
SCHOOL/DEPT: _____ **JOB TITLE:** _____
EVALUATOR'S NAME _____
Any rating of *unsatisfactory* must be accompanied by a written plan for improvement.

Pre-observation Conference ☐ YES   ☐ NO

Standard 1. Vision/Mission
☐ Outstanding
☐ Satisfactory
☐ Improvement Needed
☐ Unsatisfactory

Standard 2. School Culture and Learning
☐ Outstanding
☐ Satisfactory
☐ Improvement Needed
☐ Unsatisfactory

Standard 3. Management
☐ Outstanding
☐ Satisfactory
☐ Improvement Needed
☐ Unsatisfactory

Standard 4. Collaboration
☐ Outstanding
☐ Satisfactory
☐ Improvement Needed
☐ Unsatisfactory

Standard 5. Integrity, Fairness, Ethics
☐ Outstanding
☐ Satisfactory
☐ Improvement Needed
☐ Unsatisfactory

Standard 6. Political, Economic, Legal
☐ Outstanding
☐ Satisfactory
☐ Improvement Needed
☐ Unsatisfactory

Standard 7. Technology
☐ Outstanding
☐ Satisfactory
☐ Improvement Needed
☐ Unsatisfactory

Individual Growth Plan (standards for focus) Standard # _____

This observation was discussed in a conference between the evaluator and evaluatee on _____.
                                                                                         Date

I have read and discussed this Formative Evaluation Instrument and received a copy.

_____ _____   _____ _____
       Evaluatee   **Date**   **Evaluator**   **Date**
(Additional comments may be continued on back)

RUSSELL COUNTY
SUMMATIVE EVALUATION FOR TEACHERS

☐ Tenured
☐ Non-Tenured

(This summarizes all the evaluation data including formative data, products and performances, portfolio material, professional development activities, conferences, and other documentation.)

Evaluatee _____   Grade/Content Area _____

Evaluatee's Position _____   Work Site _____

Evaluator _____   Date(s) of Observation(s) _____

Evaluator's Position _____   Date(s) of Conference(s) _____

Ratings: Meets Standard   *Does Not Meet Teacher Standard

		Meets Standard	*Does Not Meet Teacher Standard
1.	Demonstrates Professional Leadership	☐	☐
2.	Demonstrates Knowledge of Content	☐	☐
3.	Designs and Plans Instruction	☐	☐
4.	Creates/Maintains Learning Climate	☐	☐
5.	Implements/Manages Instruction	☐	☐
6.	Assesses and Communicates Learning Results	☐	☐
7.	Reflects/Evaluates Teaching/learning	☐	☐
8.	Collaborates with Colleagues/Parents/Others	☐	☐
9.	Engages in Professional Development	☐	☐
10.	Demonstrates Implementation of Technology	☐	☐

Overall Performance: _____   _____

Evaluatee's Comments:

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Evaluator's Comments:

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I have read and discussed this data and received a copy.

Evaluatee: _____   _____
       Signature   Date

Evaluator: _____   _____
       Signature   Date

Employee may file to request an appeal with any member of the appeals panel within five working days of receipt of the Summative Document.

Employment Recommendation to Central Office:

☐ Meets teacher standards for re-employment   ☐ Does not meet teacher standards for re-employment

*Any rating in the "does not meet standards" column requires the development of an Individual Corrective Action Plan.

Failure to meet any standard may be considered grounds for dismissal.

RUSSELL COUNTY
SUMMATIVE EVALUATION FOR MEDIA SPECIALISTS

☐ Tenured
☐ Non-Tenured

(This summarizes all the evaluation data including formative data, products and performances, portfolio material, professional development activities, conferences, and other documentation.)

Evaluatee _____   Grade/Content Area _____

Evaluatee's Position _____   Work Site _____

Evaluator _____   Date(s) of Observation(s) _____

Evaluator's Position _____   Date(s) of Conference(s) _____

Ratings: Meets Standard   *Does Not Meet
                                                                      Standard

Standard

		Meets Standard	*Does Not Meet Standard
1.	Demonstrates Proficiency in Management and Administration of the Library Media	☐	☐
2.	Provides Exemplary Resources Through Collection Development	☐	☐
3.	Provides Effective Library Media Services	☐	☐
4.	Enables Students to Become Effective Information Users	☐	☐
5.	Manages Student Behavior	☐	☐
6.	Communicates Effectively	☐	☐
7.	Exhibits Professionalism	☐	☐
8.	Meets Job Expectations/Descriptions	☐	☐
9.	Demonstrates Implementation of Technology	☐	☐
	Overall Performance:	___	___

Evaluatee's Comments:

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Evaluator's Comments:

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I have read and discussed this data and received a copy.

Evaluatee: _____   _____
          Signature   Date

Evaluator: _____   _____
          Signature   Date

Employee may file to request an appeal with any member of the appeals panel within five working days of receipt of the Summative Document.

Employment Recommendation to Central Office:

☐ Meets media specialist standards for re-employment
☐ Does not meet media specialist standards for re-employment

*Any rating in the "does not meet standards" column requires the development of an Individual Corrective Action Plan.

Failure to meet any standard may be considered grounds for dismissal.

RUSSELL COUNTY
SUMMATIVE EVALUATION FOR COUNSELORS

☐ Tenured
☐ Non-Tenured

(This summarizes all the evaluation data including formative data, products and performances, portfolio material, professional development activities, conferences, and other documentation.)

Evaluatee _____   Evaluatee's Position _____
Evaluator _____   Evaluator's Position _____
School _____

	Meets Standard	*Does Not Meet Standard
School Counselor Standards:		
Standard 1: Program Management, Research, and Evaluation	☐	☐
Standard 2: Developmental Guidance Curriculum	☐	☐
Standard 3: Individual Small Group Counseling	☐	☐
Standard 4: Consultation/Collaboration	☐	☐
Standard 5: Coordination	☐	☐
Standard 6: Assessment	☐	☐
Standard 7: Adheres to Professional Standards	☐	☐
Standard 8: Demonstrates Professional Leadership	☐	☐
Standard 9: Engages in Professional Development	☐	☐
Standard 10: Technology	☐	☐
Overall Performance:	____	____

Evaluatee's Comments:

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Evaluator's Comments:

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I have read and discussed this data and received a copy.

Evaluatee: _____   _____
        Signature   Date

Evaluator: _____   _____
        Signature   Date

Employee may file a request an appeal with any member of the appeals panel within five working days of receipt of the Summative Document.

Employment Recommendation to Central Office:

☐   Meets school counselor standards for re-employment
☐   Does not meet school counselor standards for re-employment

*Any rating in the "does not meet standards" column requires the development of an Individual Corrective Action Plan.
Failure to meet any standard may be considered grounds for dismissal.

RUSSELL COUNTY
SUMMATIVE EVALUATION FOR ADMINISTRATORS
(Principals/Asst. Principals/District Administrators/Superintendent)

(This summarizes all the evaluation data including formative data, products and performances, portfolio material, professional development activities, conferences, and other documentation.)

Evaluatee _____   Evaluatee's Position _____

Evaluator _____   Evaluator's Position _____

		Meets Standard	*Does Not Meet Standard
1.	Vision/Mission	☐	☐
2.	School Culture and Learning	☐	☐
3.	Management	☐	☐
4.	Collaboration	☐	☐
5.	Integrity, Fairness, Ethics	☐	☐
6.	Political, Economic, Legal	☐	☐
7.	Technology	☐	☐

Overall Performance:

Evaluatee's Comments:

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Evaluator's Comments:

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I have read and discussed this data and received a copy.

Evaluatee: _____   _____

      Signature   Date

Evaluator: _____   _____

      Signature   Date

Employee may file a request an appeal with any member of the appeals panel within five working days of receipt of the Summative Document.

Employment Recommendation to Central Office:

☐   Meets administrator standards for re-employment

☐   Does not meet administrator standards for re-employment

Opportunities for appeal process at local and state level are a part of the District Evaluation Plan.

*Any rating in the "does not meet standards" column requires the development of an Individual Corrective Action Plan. **Failure to meet any standard may be considered grounds for dismissal.**